Leading NICs in Rural Settings

Inspiring Hope through Connection

•••

Department of Education

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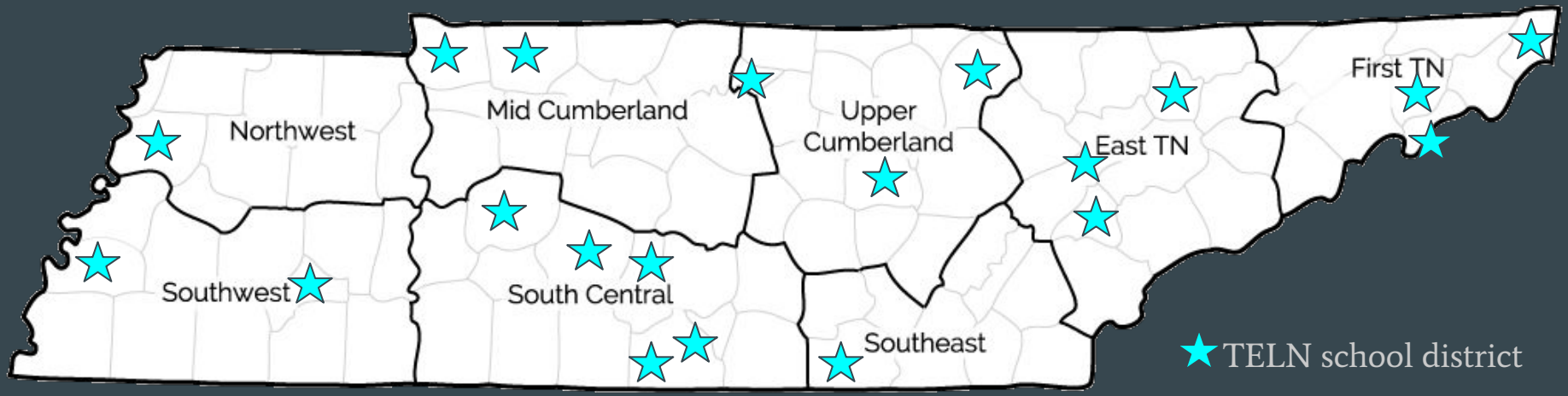
Shelah Feldstein

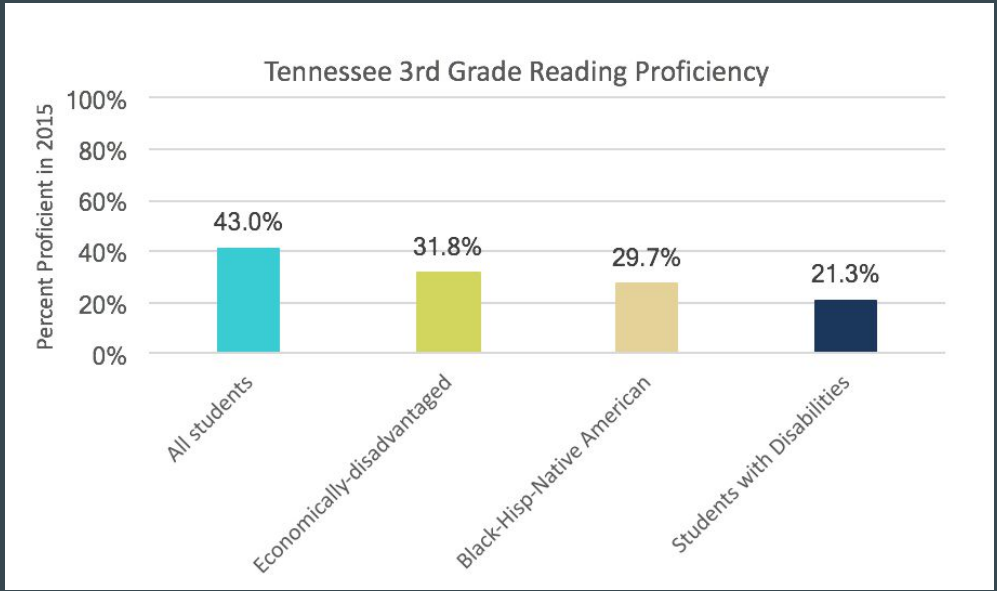
Tennessee Early Literacy Network (TELN)



1 hub, 4 sub-hubs across 8 CORE offices, 20 school districts, 36 schools

Rising to the challenge

If we empower districts to use continuous improvement tools in a social network, then we can improve third grade literacy outcomes in Tennessee.



- Less than 3 percent of the almost 6,000 students rated below basic in ELA in 3rd grade attained proficiency by the end of 5th grade.
- Only 8 percent of eighth graders below grade level in reading reach the ACT college-ready benchmark.

Reaching Higher

Statewide

- Tennessee will rank in the top half of states on the National Assessment of Educational Progress (NAEP) by 2019.
- 75 percent of Tennessee third graders will be proficient in reading by 2025.
- The average ACT composite score in Tennessee will be a 21 by 2020.
- The majority of high school graduates from the class of 2020 will earn a postsecondary certificate, diploma, or degree.

TELN

- By 2025, improve 3rd-grade literacy proficiency as measured by an improvement in the number of students on track or mastered on end-of-year assessments to 75%.
- By 2019, improve K-3 standards-aligned literacy instruction as measured by an improvement in 1) the number of lessons in TELN classrooms that reflect the expectations of the standards and 2) the number of students meeting expectations for the target standards for standards-aligned classroom assignments

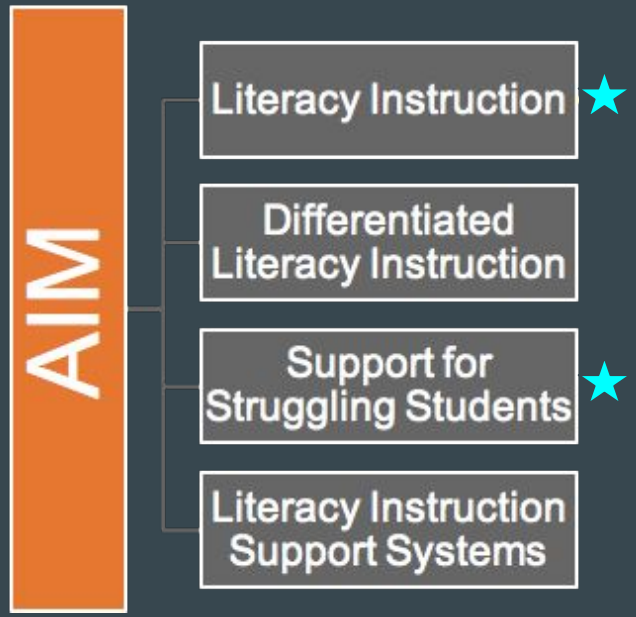
Our working theory

2019 Aim:

By 2019, improve K-3 standards-aligned literacy instruction as measured by an improvement in

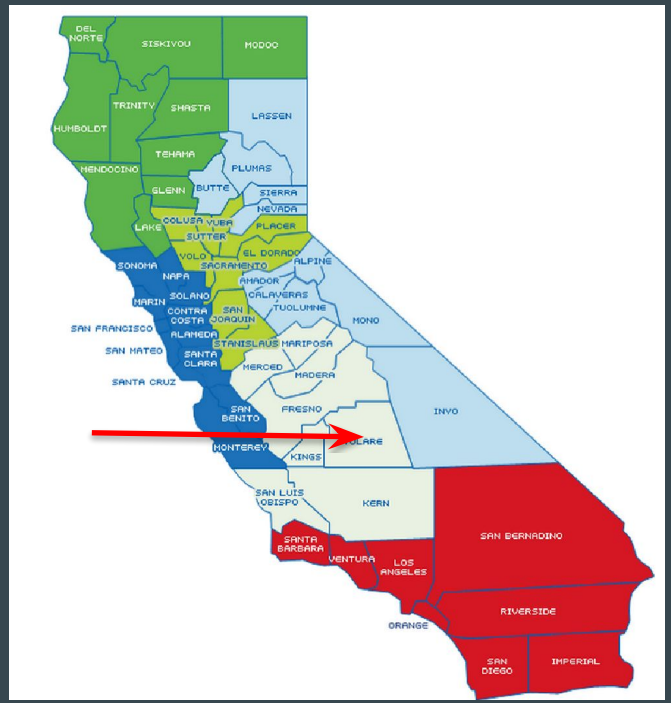
1) the number of lessons in TELN classrooms that reflect the expectations of the standards and

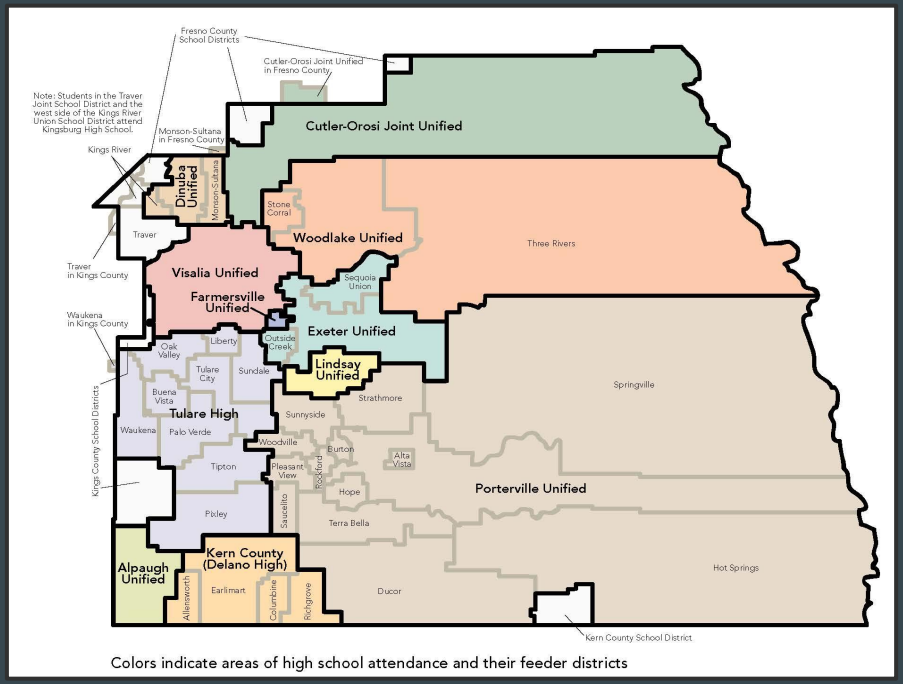
2) the number of students meeting expectations for the target standards for standards-aligned classroom assignments




California
CVNIC
Central Valley Networked Improvement Communities
Mathematics

Tulare County Office of Education





Colors indicate areas of high school attendance and their feeder districts

43 School Districts 104,000 Students

Central Valley Network Improvement Communities

Who is CVNIC?

1091 Students

48 teachers

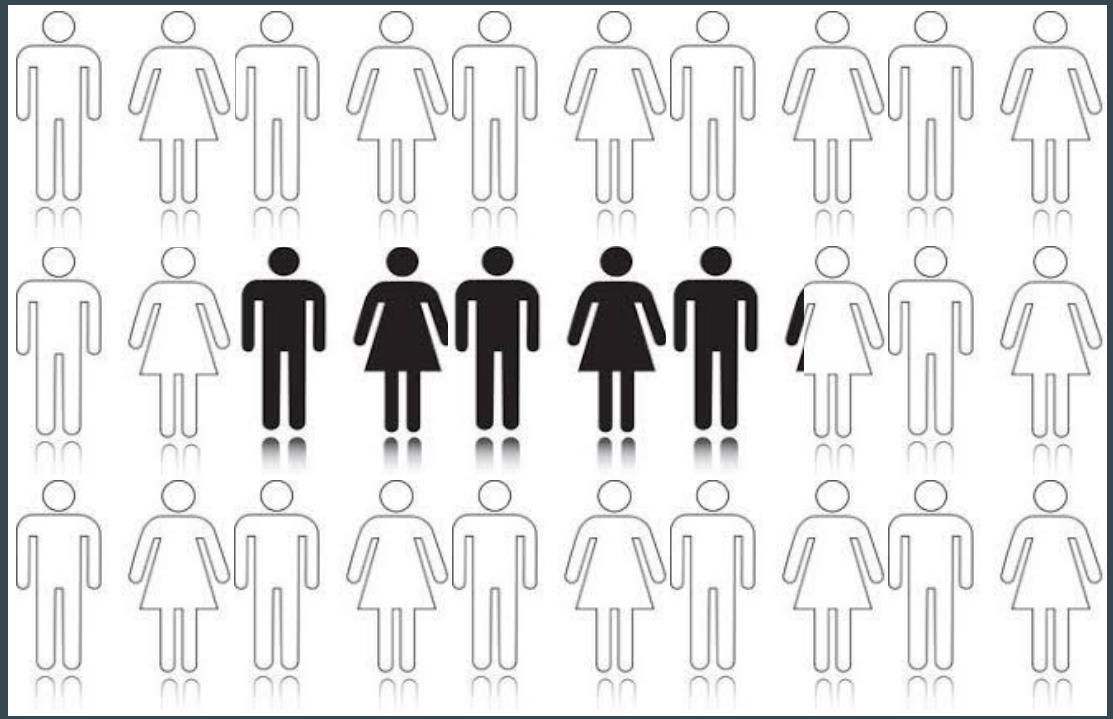
14 coaches	12 site administrators	9 district administrators	14 schools	8 school districts

33% English Learners

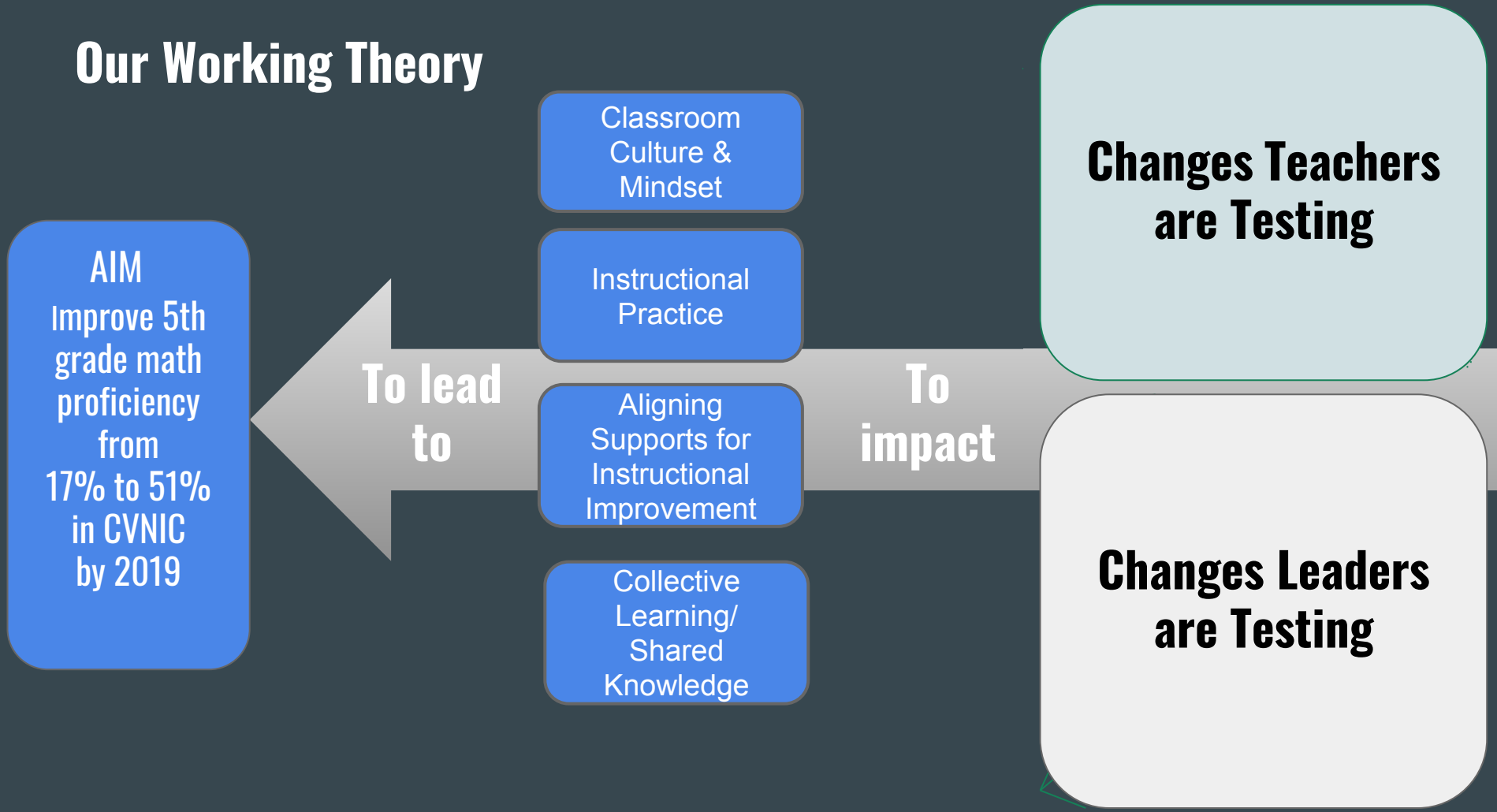
75.2% Socioeconomically Disadvantaged

The Problem:

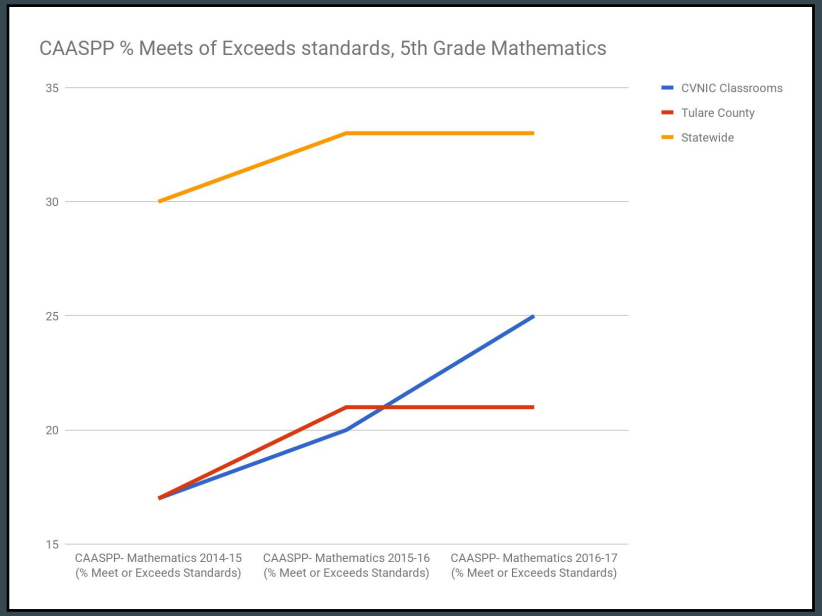
Only about 5 out of 30 students in proficient in mathematics in every classroom.

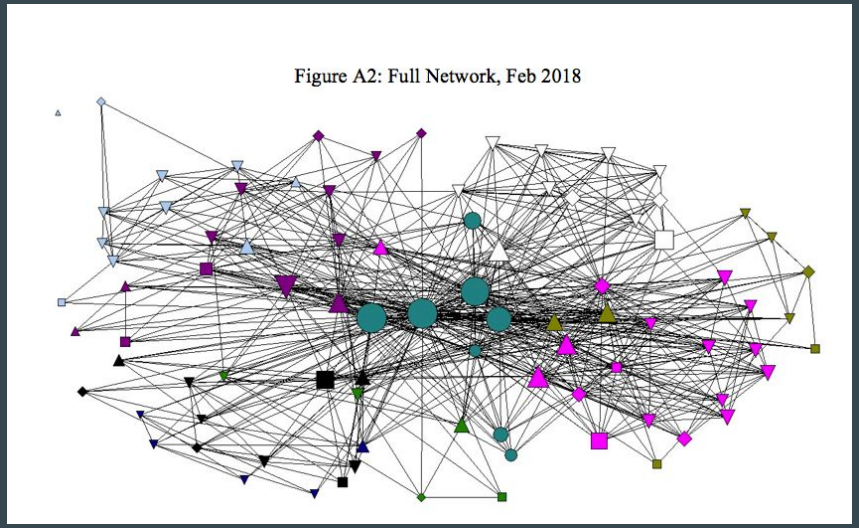


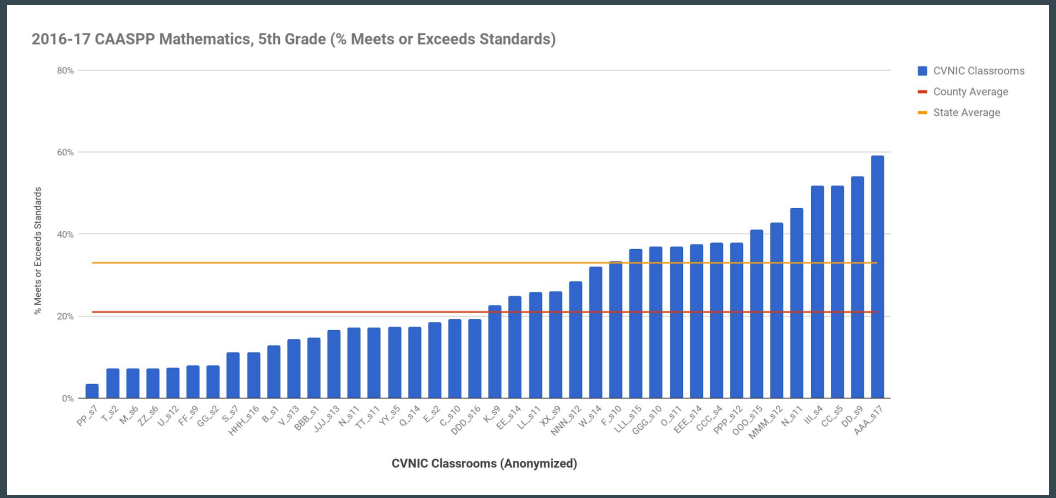
Our Working Theory



CVNIC Outcomes

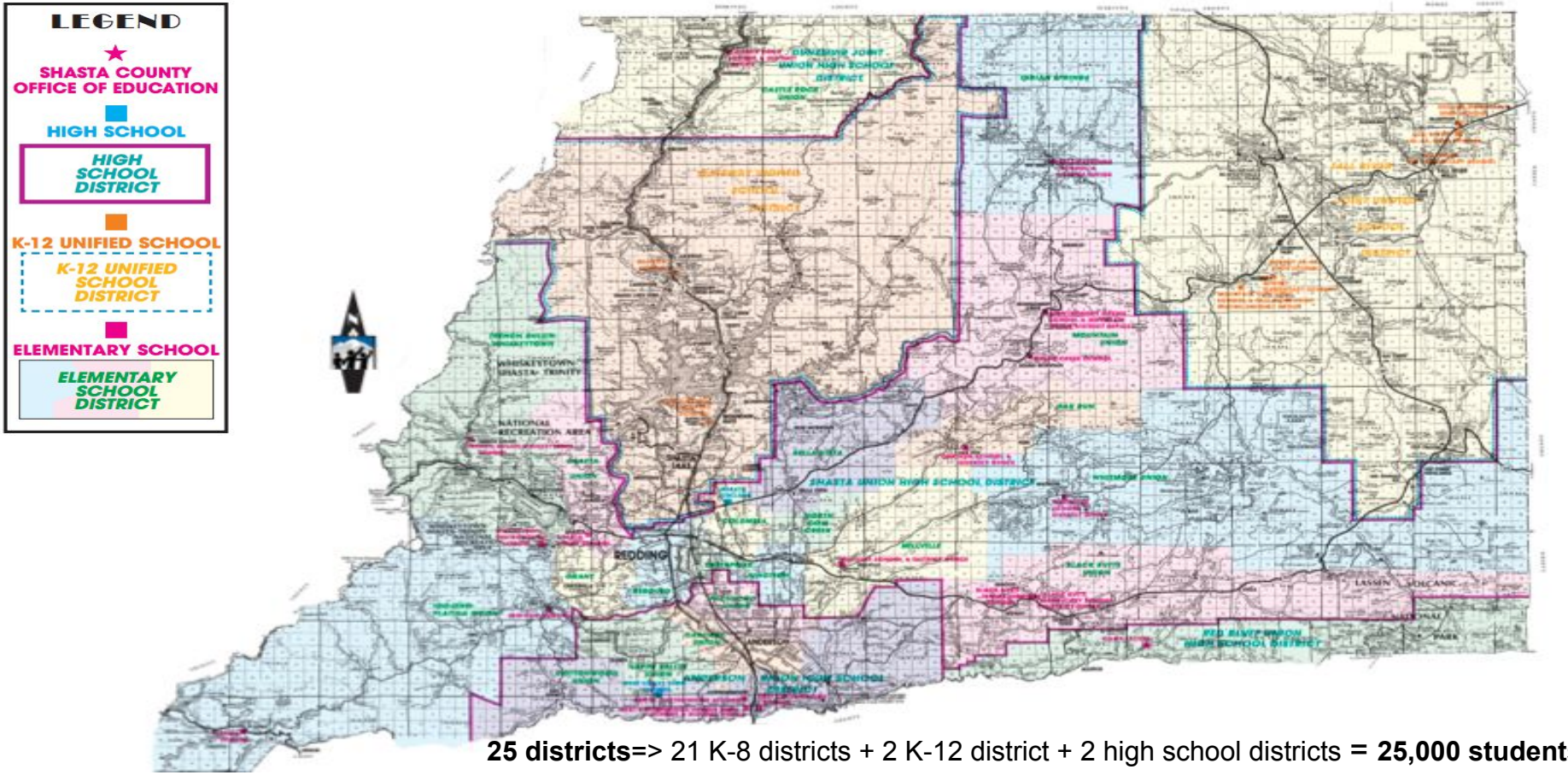







REACH HIGHER
shasta
EVERY
STUDENT
EVERY OPTION

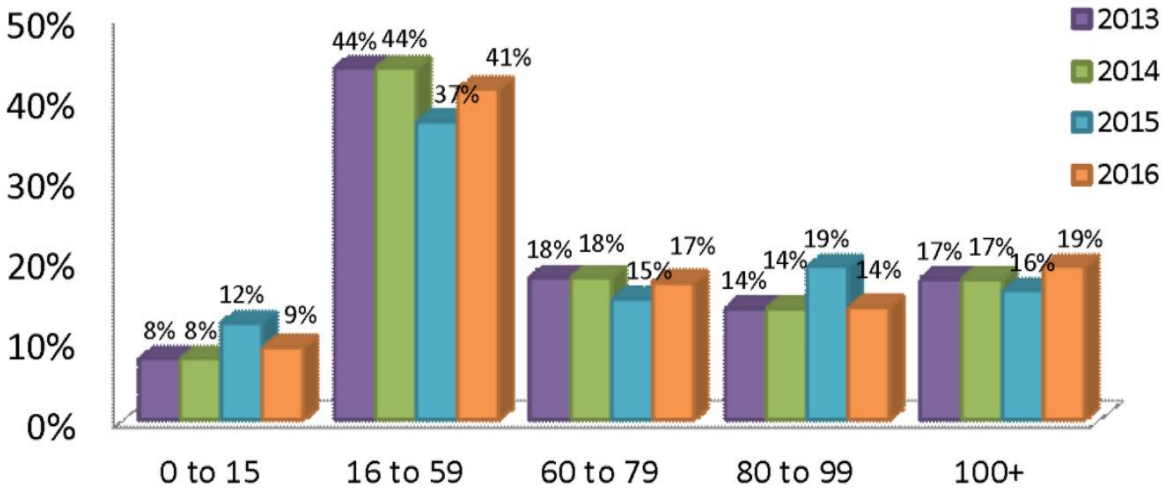
Shasta County Public School District Boundary Map



25 districts=> 21 K-8 districts + 2 K-12 district + 2 high school districts **= 25,000 students**

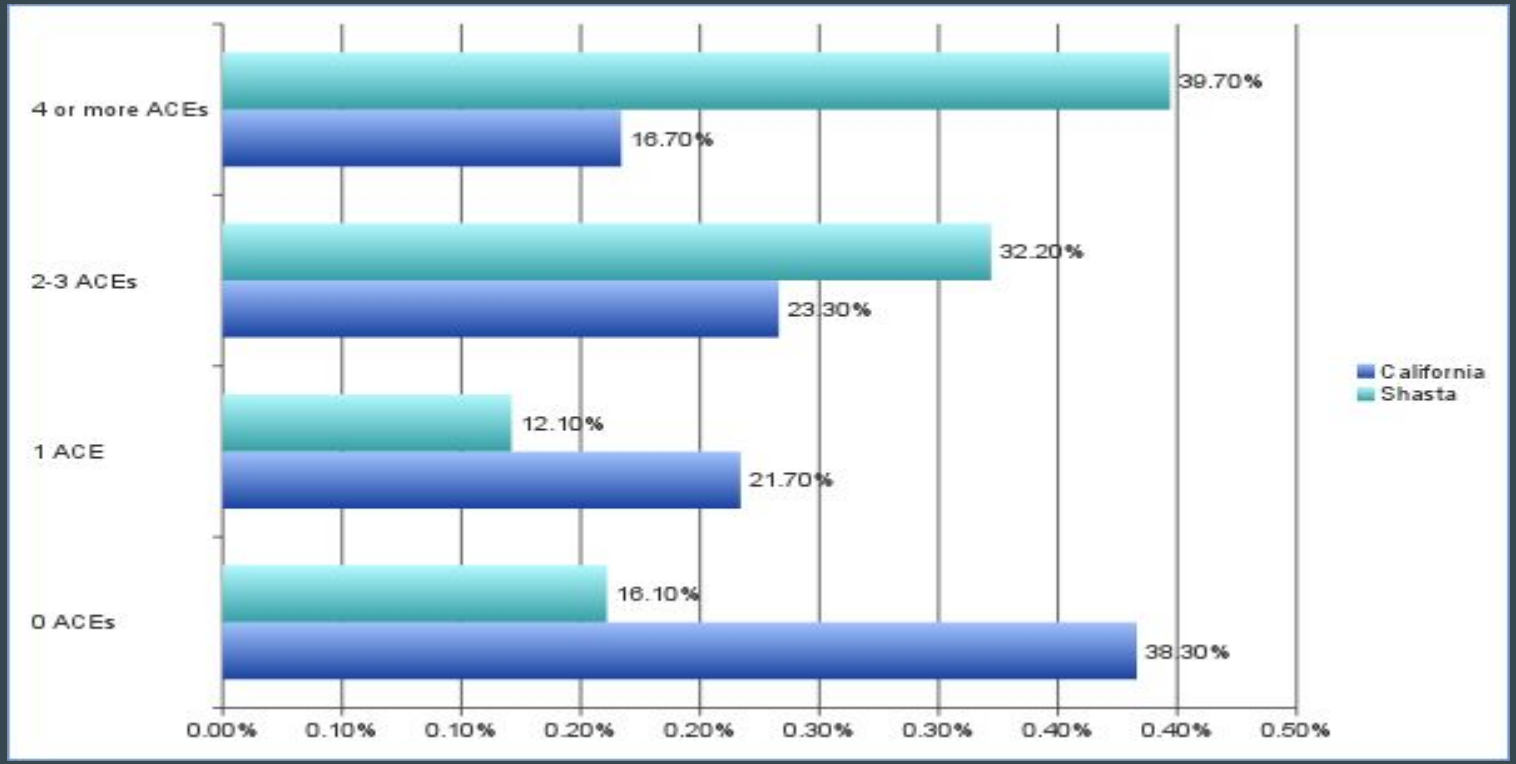
ORAL READING FLUENCY
GRADE 1
970 students

Number Correct	Corresponding Levels
0 to 15	Far Below
16 to 59	Below
60 to 79	On Level
80 to 99	Above
100+	Well Above



REACH HIGHER shasta

ACES Reported



REACH HIGHER shasta | EVERY STUDENT EVERY OPTION

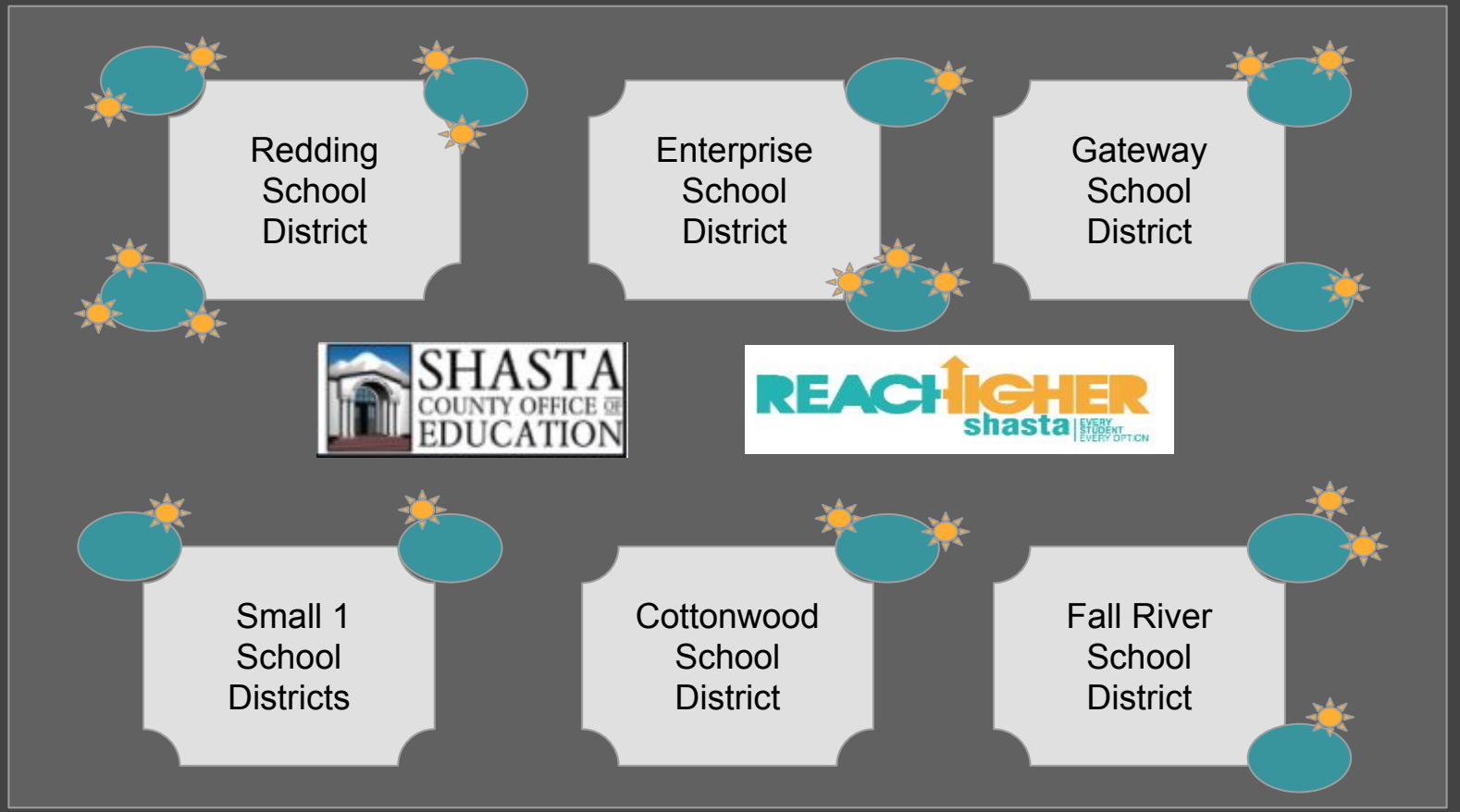
Increase the number of first-graders (in classrooms taught by NIC teachers) meeting the end-of-year benchmark in reading fluency from 51% to 80% in Shasta County by 2019.

SHASTA COUNTY OFFICE OF EDUCATION

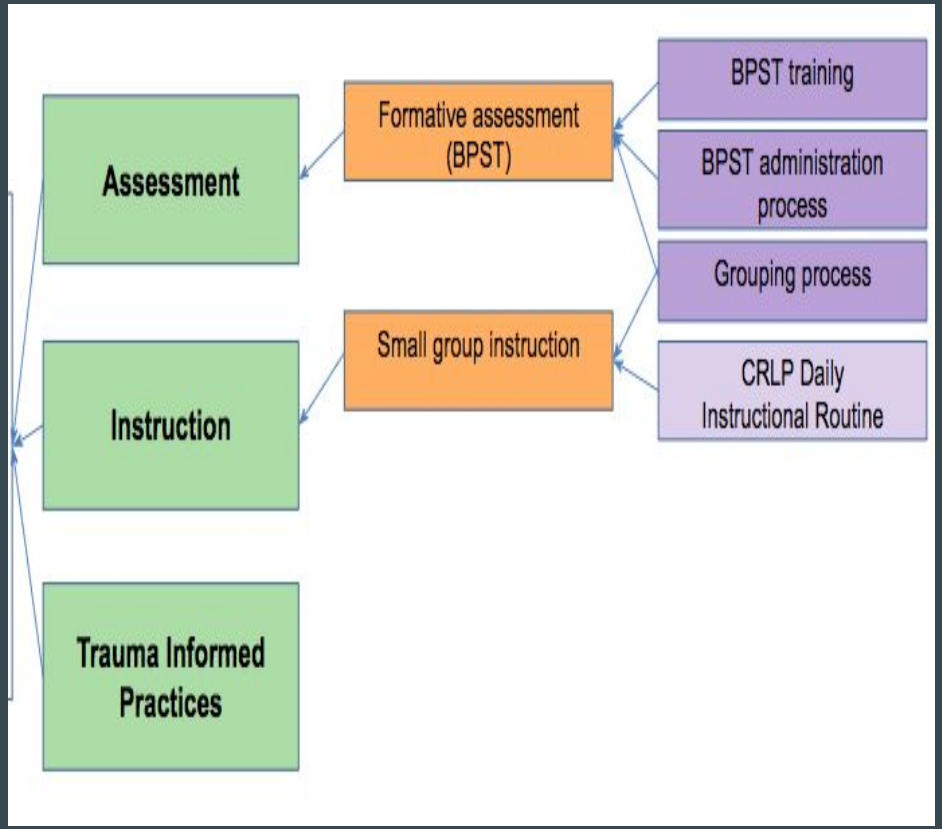
BILL & MELINDA GATES foundation

Carnegie Foundation for the Advancement of Teaching

Shasta Network Structure



Our Journey...



- Began with drivers of assessment, instruction, and trauma-informed practices
- Focus on foundational skills - routines for small-group instruction based on assessment information (BPST)
- Initially, little impact on fluency but recent growth in foundational skills are promising
- Challenge is how to share successes throughout the NIC, throughout the county.

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Key Challenges in Rural Settings

(1) Not enough resources to specialize
(2) Limited access to external resources and expertise
(3) Few opportunities to collaborate professionally

Q&A: Jot down your questions on a scrap paper and we will collect them towards the end

Department of
Education

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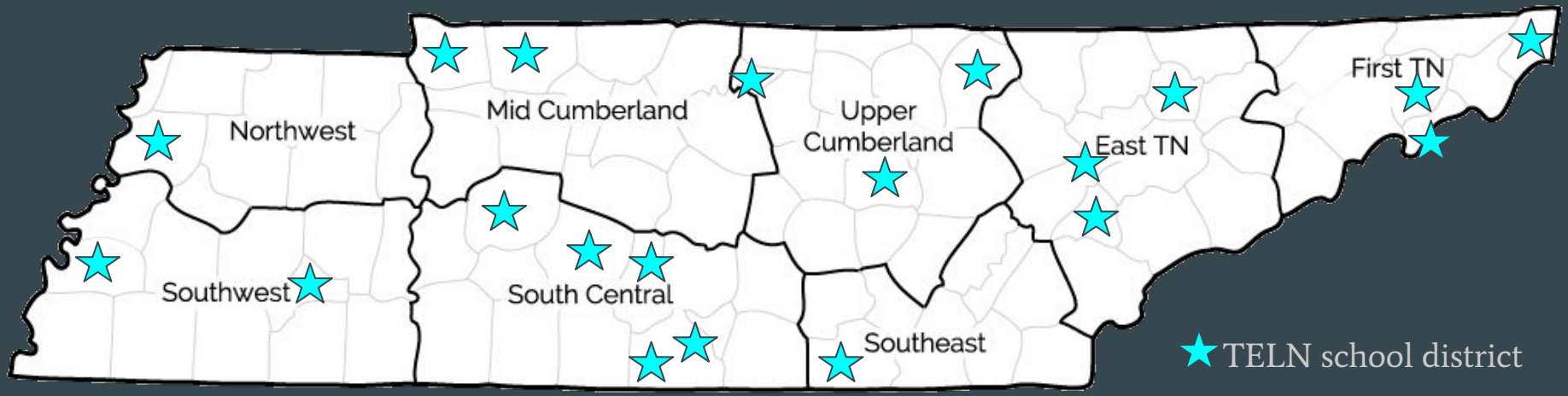
(1) Not enough resources to specialize

Tennessee Early Literacy Network (TELN)

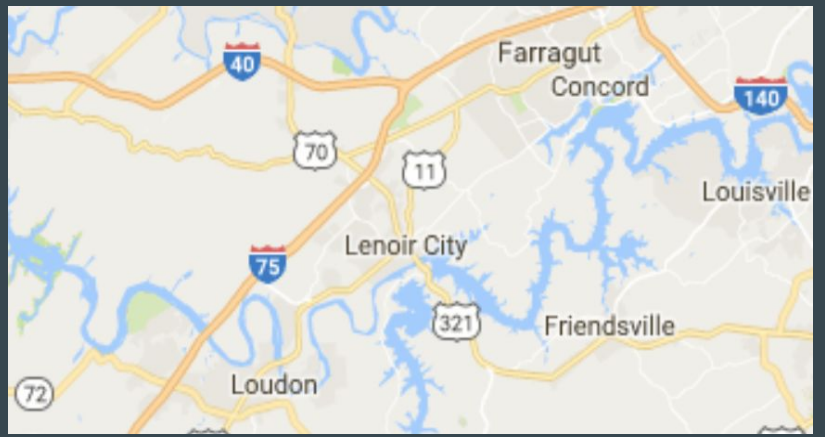


1 hub, 4 sub-hubs across 8 CORE offices, 20 school districts, 36 schools

Not enough resources to specialize

Lenoir City

- 1 elementary, 1 middle, and 1 high school in district
- Elementary school (K-3)
  - 50% ELL
  - 70% ED
  - 3 teachers per grade
  - Principal and Assistant Principal*



Key Takeaways

Lack of specialization / generalist view allows:

- Seeing across the system
- Coordinating school-wide efforts
- Supporting growth in multiple areas (literacy, coordination of services, leader development)

Vision

- Foster a **new kind of working relationship** between the state and districts
- **Leverage collective expertise** to solve a statewide challenge
- **Identify scalable solutions** to common implementation challenges that hold the state back from achieving its goals
- Learn at all levels how to **"get better at getting better"** and develop a collective sense of ownership for the work to sustain progress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Network Improvement Projects

Group Work

Productive Struggle

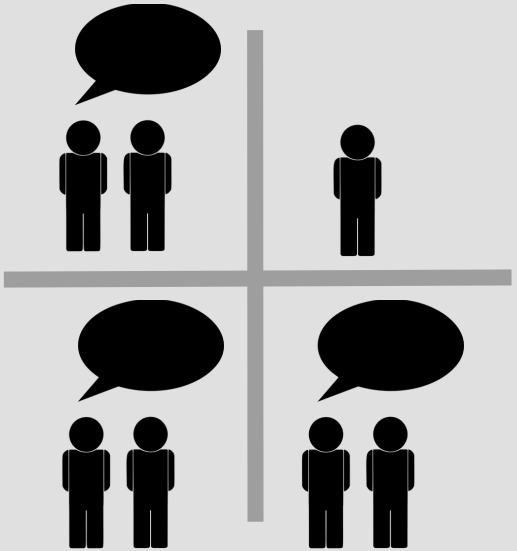
Incorporating Additional Resources

Formative Assessment

CVNIC: The Rural School Problem

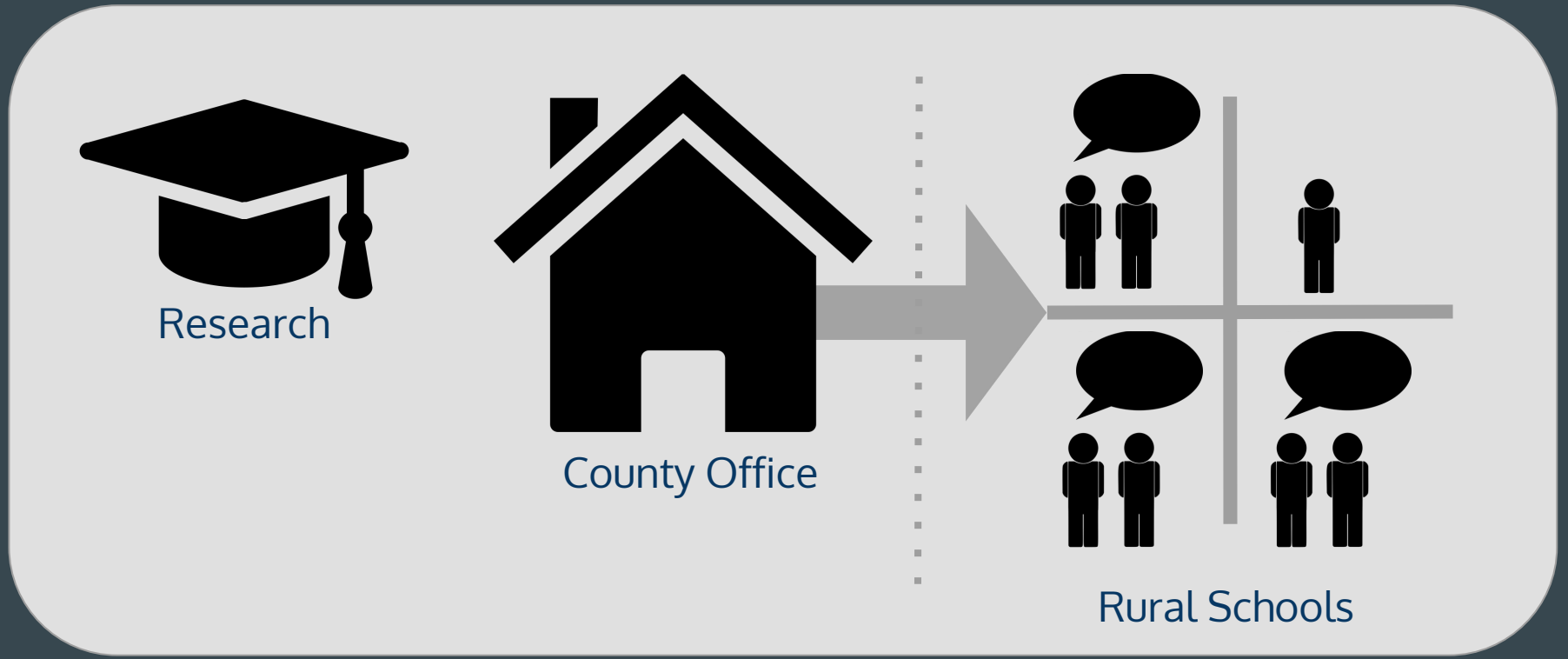
Research

County Office

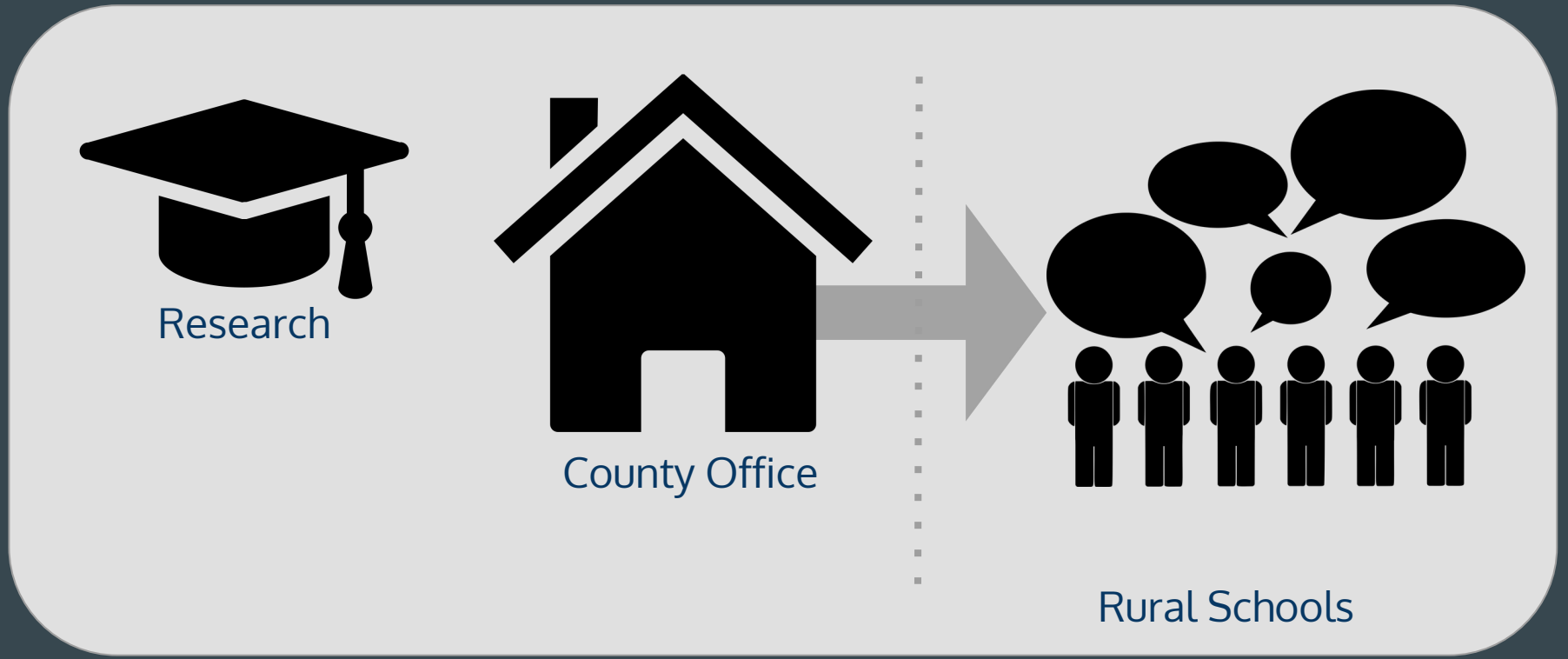


Rural Schools

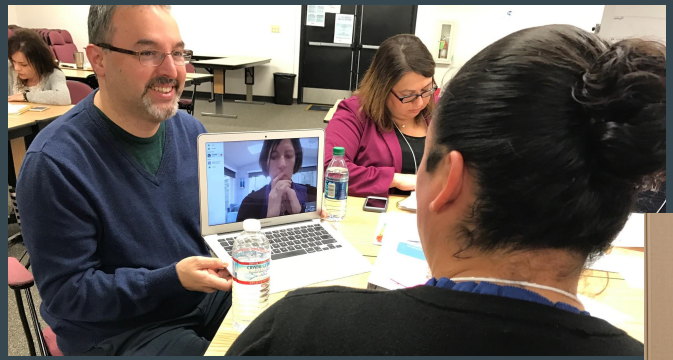
Brokering Research Knowledge



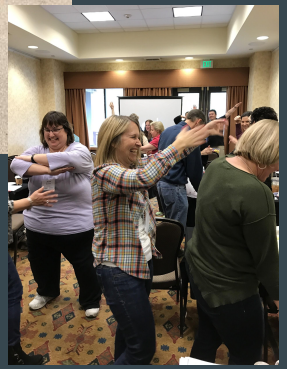
Networking Efforts



Dr. Jo Boaler to Tulare County



Expert Speakers at CVNIC Retreats



Boaler-Tulare County National Council of Supervisors of Mathematics

The Creation and Development of Mathematical Mindset Coaching Tools: A Partnership Between Youcubed at Stanford University and Tulare County

What does a classroom look like that cultivates a mathematical mindset? This presentation will highlight a research-practice partnership aimed at studying the impact of a mathematical mindset professional development. Working together, the team has created coaching tools to be used both in conversation and observation. Preliminary findings of how the professional development has changed teacher practice will be shared. This session will give coaches a hands-on experience with research-based coaching tools.

Lead Speaker: Jo Boaler
Co-Presenter: Shelah Feldstein
Co-Presenter: Robin Anderson


Research
County Office + Rural Schools

Access to expertise helped us to:

(1) Make progress on our aim (student achievement)!

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(3) realize schools know they generate important knowledge that can only come from practitioners
(4) look to each other for expertise


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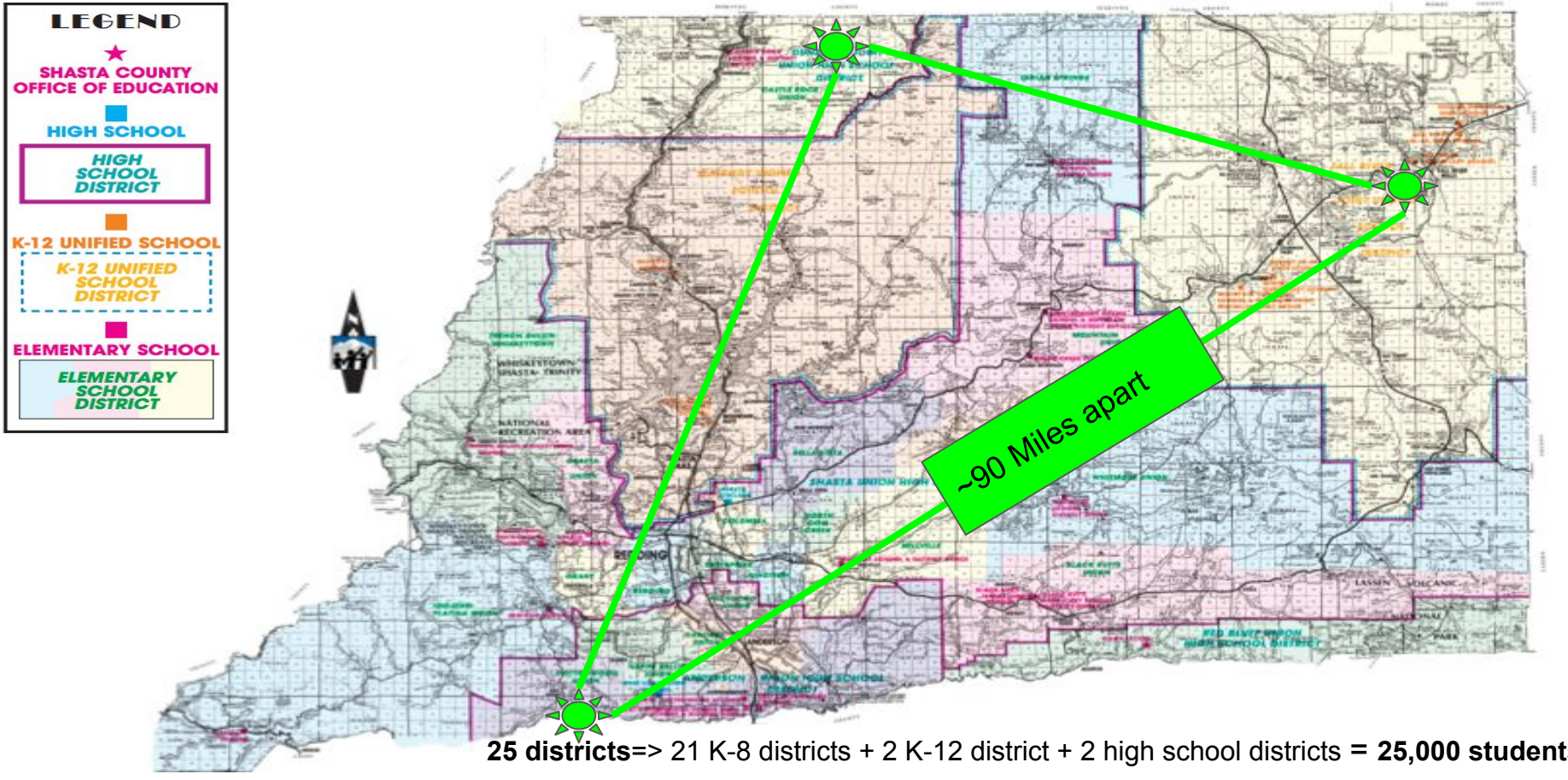

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Challenge:

Communication of Shared Learning

- ➔ How do we share learning from PDSA cycles across the network?
- ➔ How do we track change ideas?
- ➔ How do we build meaningful connectedness among network teachers?

To increase the number of first-graders meeting the end-of-year benchmark in reading fluency from 51% to 80% in Shasta County by 2019.

Most recent iteration of our Driver Diagram 2017-2018

Carnegie Foundation for the Advancement of Teaching

Primary Drivers	Secondary Drivers	Change Ideas
Assessment	Formative Assessment (BPST, Running Records, Irregular Word	BPST Training
		BPST Administration Process
Instruction	Small Group Instruction	Irregular Word Administration Process
		Running Record Administration Process
	Coaching	Grouping Process
	Literacy Centers - independent activities for students	CRLP Instructional Routines for Small Group
	Whole Group Instruction	Support and Follow-up: Huddles, Coaching Cycles
	Intervention support for students	Improvement Science training for administrators to help them gain better understanding
	Teacher knowledge around Balanced Literacy Instruction	Instruction in components of Balanced Literacy (vocabulary, read-aloud, comprehension, writing)
School Culture	Teacher Mindset	Literacy Center training
	Teacher Support Network	Text Selection
	Administrator understanding of work	Restorative Practices
Social, Emotional, Physical Health	Trauma Informed Practices	Teacher Buddies
	Parent Support	
	Students Preparedness	

Huddles

A meeting process learned from Cincinnati Children's Hospital. It is a way to check in by phone (or in person) to share learnings from change ideas.

HUB PDSA Huddles

PDSA FORM

Test Title:	NIC Huddles			**Date:**	September 2017
Tester:	NIC HUB: Brien, Shere, Natalie, Wendy	**Cycle#:**	1	**Driver:**	Coaching
What change idea is being tested?					
What is the overall GOAL of the test?*	By December 5, 2017 100% of NIC teachers will attend and actively participate in Huddle Calls.				

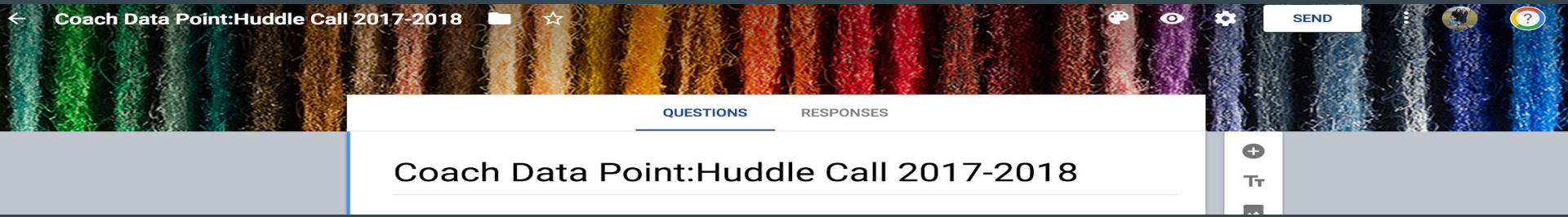
*Identify your overall goal: To make something work better? Learn now a new innovation works? Learn how to text in a new context? Learn how to implement or spread?

1) PLAN				**3) STUDY**
Questions: Questions you have about what will happen. What do you want to learn?	**Predictions:** Make a prediction for each question. Not optional.	**Data:** Data you'll collect to test predictions	→	**What were the results?** Comment on your predictions in the rows below. Were the correct? Record any data summaries as well.
Will 100%: 20/20 teachers attend* and actively* participate in scheduled Huddle Calls?	1)All Coaches Predict 100% attendance on the first call during action period 1 to input data on September 15, 2017. 2) All Coaches predict 0% of teachers will actively participate by sharing a change idea.	Base line.		

Measures

- ★ Attendance
  - Number of teachers on Huddle Calls
    - Operational Definition: Count number of teachers that call in on the Huddle Call on time
- ★ Actively participate
  - Number of teachers who actively participate on Huddle Call
    - Operational Definition: Count the number of teachers who share learning from the change idea they agreed to test from the last call.
  - Number of teachers who document PDSA in tracker
    - Operational Definition: Count number of teachers who input PDSA into tracker by the Huddle Call
- ★ *Time? (Balancing Measure)*
  - *Number of minutes*
    - *Operational Definition: Time call scheduled to begin to end of call*

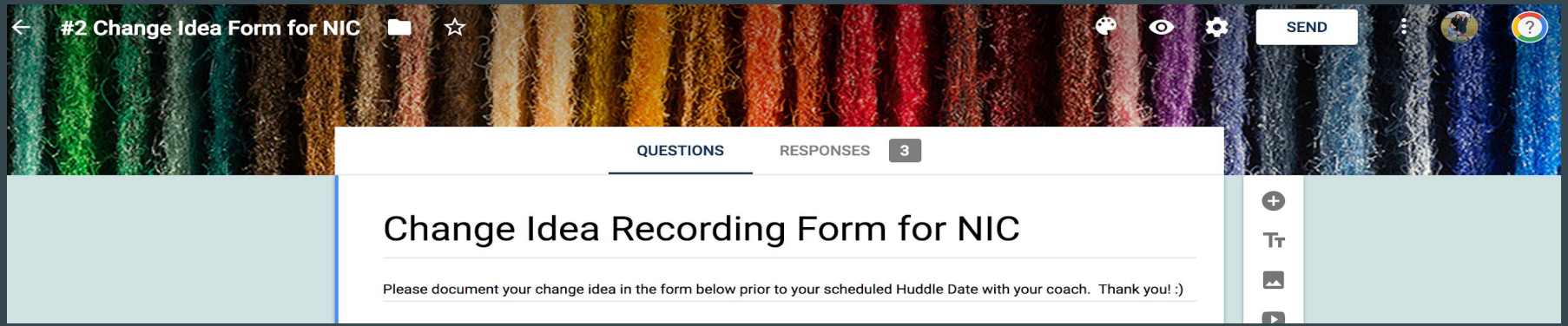
HUB Learning: Data Point



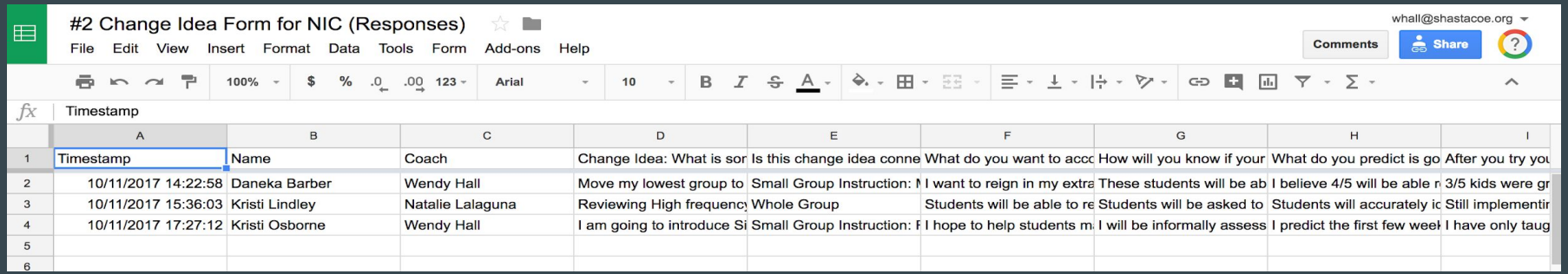
Huddle Data Collection Survey for Micro Project:

Data Point Every 2 Weeks beginning September 15, 2017

https://docs.google.com/forms/d/1JLc3wG8tJ4kNS2TcFkK5qObPk6sNCNOu23R3qdWMIvE/edit

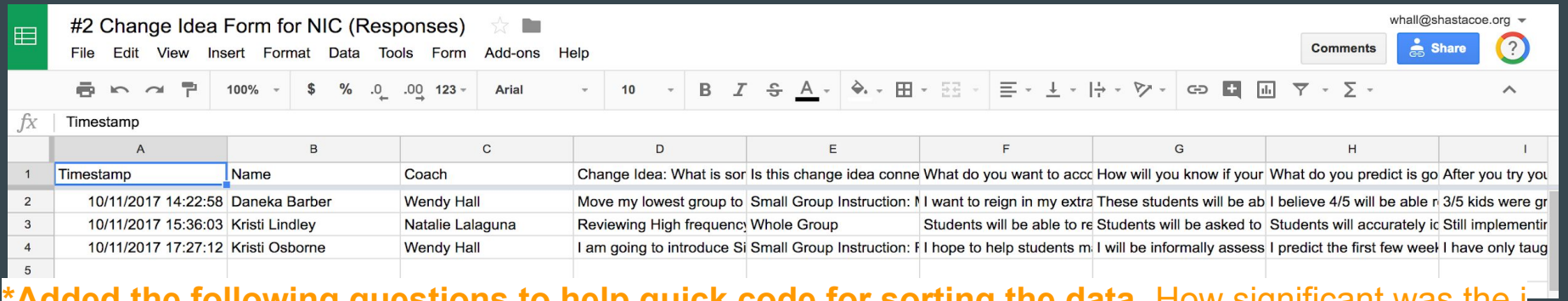


Goal: To track Change Ideas for shared learning and to see patterns. To check to see what content from PD they are actually trying:



	A	B	C	D	E	F	G	H	I
1	Timestamp	Name	Coach	Change Idea: What is sor	Is this change idea conne	What do you want to acc	How will you know if your	What do you predict is go	After you try you
2	10/11/2017 14:22:58	Daneka Barber	Wendy Hall	Move my lowest group to	Small Group Instruction: M	I want to reign in my extra	These students will be ab	I believe 4/5 will be able r	3/5 kids were gr
3	10/11/2017 15:36:03	Kristi Lindley	Natalie Lalaguna	Reviewing High frequency	Whole Group	Students will be able to re	Students will be asked to	Students will accurately id	Still implementir
4	10/11/2017 17:27:12	Kristi Osborne	Wendy Hall	I am going to introduce Si	Small Group Instruction: F	I hope to help students m	I will be informally assess	I predict the first few week	I have only taug
5									
6									

Modification to the Change Idea Tracker



#2 Change Idea Form for NIC (Responses)

whall@shastacoe.org

File Edit View Insert Format Data Tools Form Add-ons Help

Comments Share

100% $ % .0 .00 123 Arial 10

fx Timestamp

	A	B	C	D	E	F	G	H	I
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5									

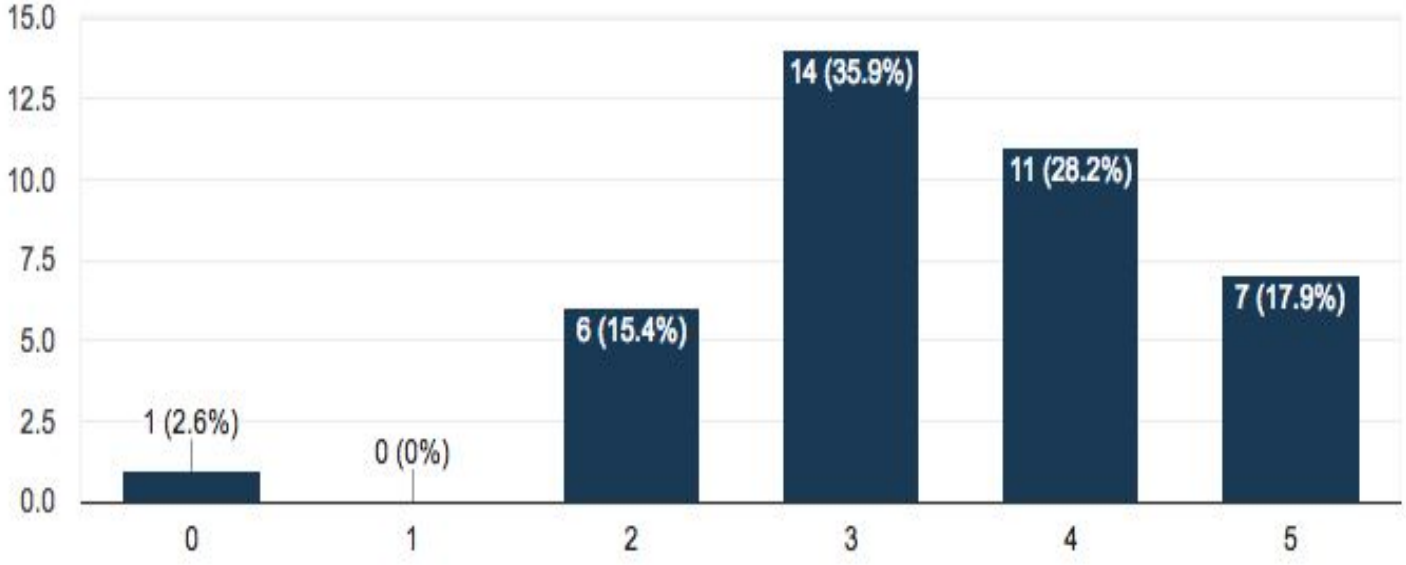
***Added the following questions to help quick code for sorting the data.** How significant was the improvement from this change idea? Scale from 0-5: 0 meaning Negative impact and 5 meaning exceeded desired improvement.

★ **Is this change idea connected to: (check all that apply)**

- **Assessment**
- **Small Group-Management**
- **Small Group Instruction- Daily Routines**
- **Whole Group**
- **Social Emotional**

How significant was the improvement from this change idea?

39 responses



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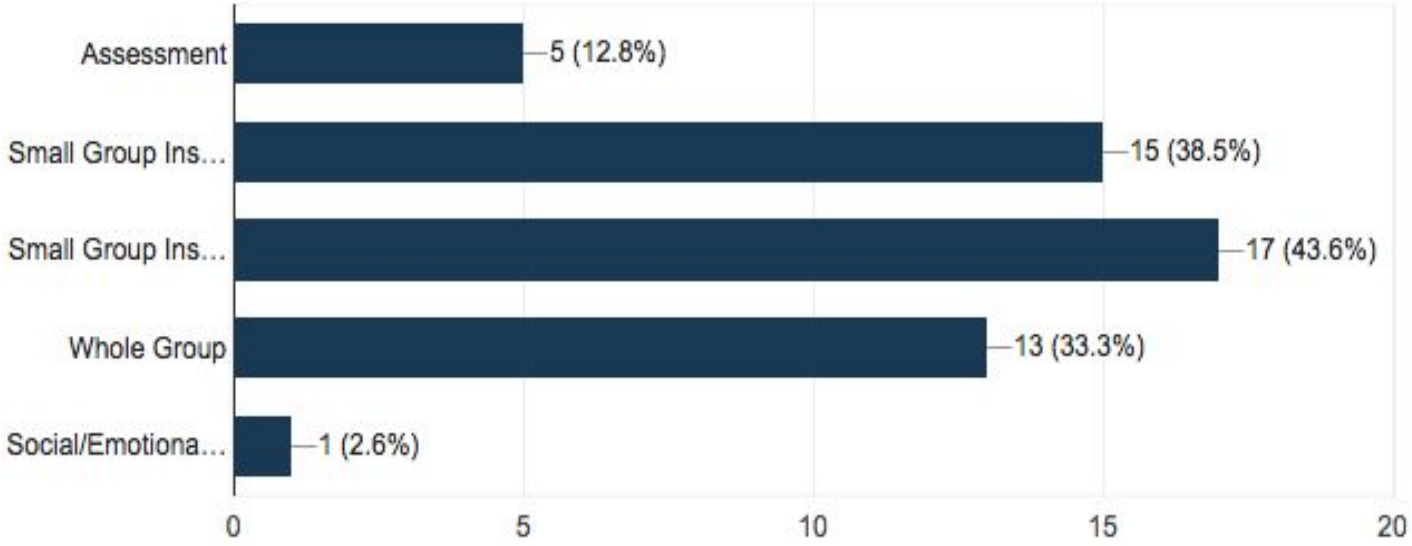


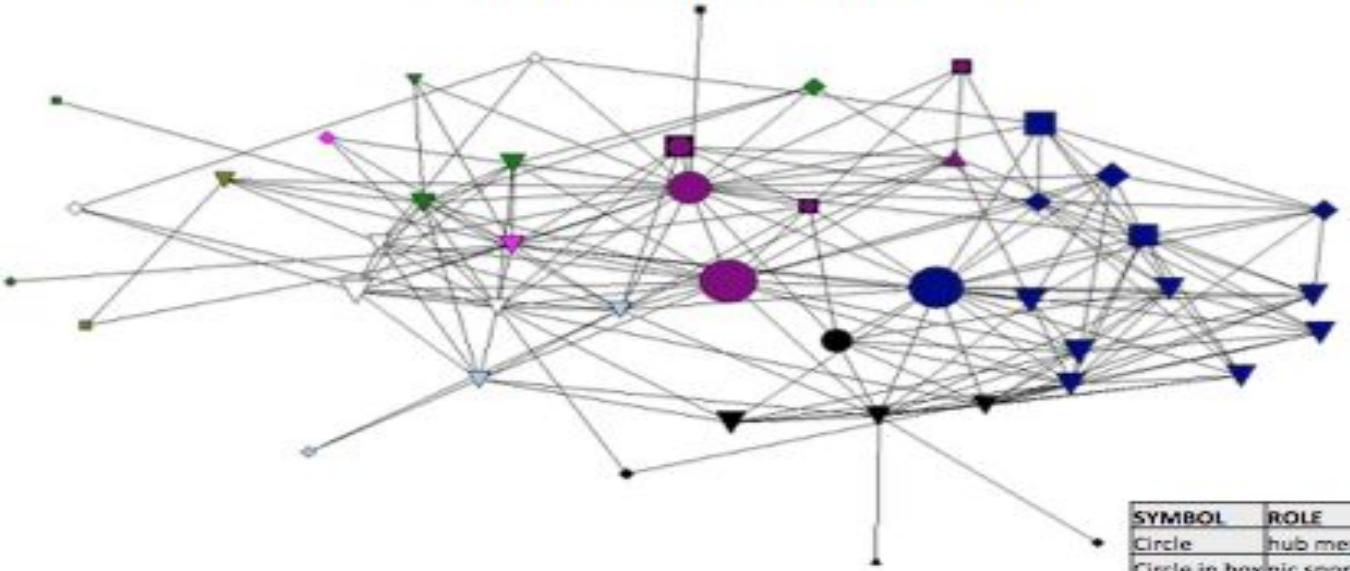
Learnings Thus Far: Huddles

- ★ The huddle calls are smooth and efficient (valuable information shared in a short amount of time).
- ★ **Bi-Weekly** calls or face-to-face huddles allow for enough action time for a change idea to be tested with information to share.
- ★ Accountability and relevance to the process of the PDSA.
- ★ **Relationship Building**: Frequent touches allow for authenticity and trust.
- ★ **Data Collection**: Frequent collection of PDSA Data to guide and validate improvement or need for change.

- ➢ **Time Conflicts**: Teachers are often pulled for last minute meetings such as IEP's, Behavior Support Meetings, duty etc. that end up pulling them from the Huddle.
  - Teachers feedback shows they value these huddles.
  - Coaches are diligent to schedule meetings at a workable time for all and are flexible to meet needs while trying to maintain consistency.

Healthy Network Survey

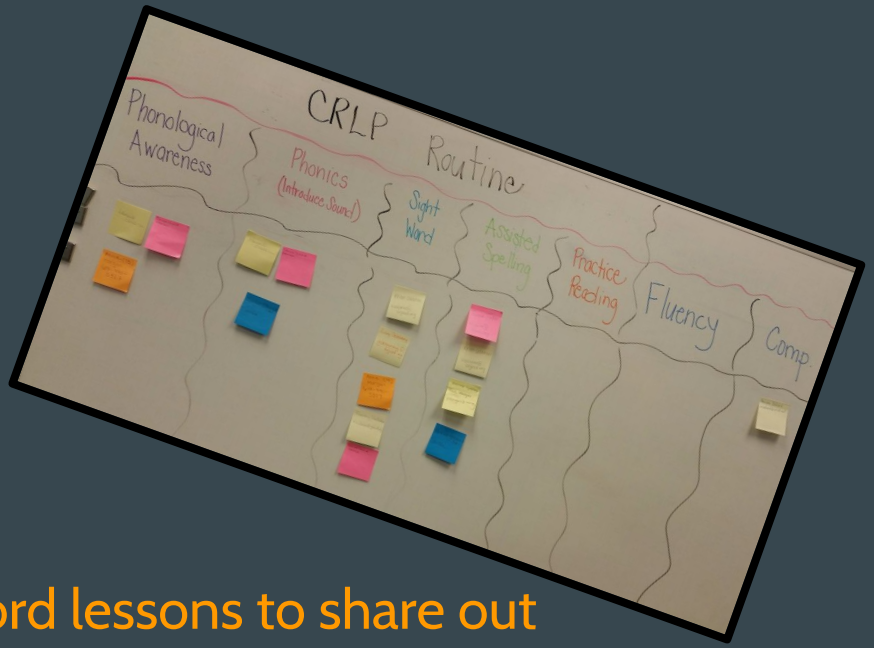
Shasta NIC, Feb 2018



- Nodes sized by in-degree centrality (nodes are larger if more people nominate them)
- Lines represent monthly or more frequent contact about network related matters (in the last six months)

SYMBOL	ROLE
Circle	hub member
Circle in box	nic sponsor
Square	district administrator
Triangle	instructional coach
Diamond	principal
Down triangle	teacher

Deepening Connections:



- ★ Groom future teacher leaders
  - lead Huddle processes
- ★ Engage sight administrators in NIC
- ★ Training with Swivel Cameras to record lessons to share out
  -

Key Challenges in Rural Settings

Q&A: Hand in your questions!!

(1) Not enough resources to specialize
(2) Limited access to external resources and expertise
(3) Few opportunities to collaborate professionally

PRACTICES TO TRY

- Huddles
- PDSA trackers
- Run your own HUB improvement project
- "I have expertise in…"
- Journey maps
- Connect practitioners with key experts
- Purposefully pair people at network meetings
- Cross-site PDSAs
- Generalist as improvement coach

Key TakeAway

Hope through Connection

Insert cool image

Q&A